Utilizing Teacher Evaluation for Effective Professional Development

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Presentation Goals

- Overview of Professional Development Pathway
- Review TELL Framework
- Technology Connection to Pathway
- Use of evaluation instruments
- Responses to teacher actions and feedback
Introductions

- Tracy Chiang, Program Director
- Francoise Shih, Program Administrator
- Jade Adams, Lead Instructor
- Sophia Baltz, Instructor
American Bodhi Center

- Chinese Student Program
- Houston ISD
  - Neff Elementary School
    - Elementary 2nd-5th grade
  - Sharpstown International School
    - Middle School 6th grade
    - High School 9th-11th grade
Do Now

On a Post-It note, divide into two columns and then take 3 minutes to write down 3 points in each column.
Professional Development Pathway

- Steps in teacher development during summer program:
  - Teacher Workshop
  - Goal identification discussion with Self-Assessment
  - Observation
  - Targeted conference
  - Follow-up Observation
TELL Framework

We use the TELL Framework for developing a professional development pathway.
Teacher Effectiveness for Language Learning
Self-Assessment

- Used as a tool for teachers to reflect upon their current classroom practices

- Provides a marker for goals that teachers would like to develop throughout the summer program and beyond.
Effective language learning experiences are facilitated by the use of high-yield teaching and learning strategies designed to move students toward the attainment of carefully planned course, unit and lesson performance objectives. How do you provide meaningful learning experiences that advance student learning? During this self-assessment, be sure to use evidence to support your reflections. Once you have completed the self-assessment, review the outcomes with a critical friend, mentor, or supervisor. An open and honest conversation about your performance vs. ratings helps to clarify rationales for levels selected and will help you to set realistic goals.

Reflect on your current performance level of the TELL criteria below.

N = I do not do this. S = I sometimes do this. M = I do this most of the time. C = I do this with confidence.

**LE1**

My students and I demonstrate respect for individuals, rules, routines, and procedures.

- a. I evidence a level of respect that my students can emulate.
- b. I give my students age-appropriate responsibility for managing their own behavior.
- c. My students and I refer to classroom rules, routines and procedures as necessary.
- d. My students and I recognize and validate exemplary behavior.
- e. I consciously seek to reinforce positive behavior from potentially disruptive students before problems arise.

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**TELL Guidance**

**Teacher Effectiveness for Language Learning**

**THE LEARNING EXPERIENCE**

*How do I provide meaningful learning experiences that advance student learning?*

Effective language learning experiences are facilitated by the use of high-yield teaching and learning strategies designed to move students toward the attainment of carefully planned course, unit and lesson performance objectives. The LEARNING EXPERIENCE domain is one of the seven domains of the Teacher Effectiveness for Language Learning Framework that identifies the characteristics and behaviors exhibited by a model world language teacher.

**LE1** My students and I demonstrate respect for individuals, rules, routines, and procedures.

- a. I evidence a level of respect that my students can emulate.
- b. I give my students age-appropriate responsibility for managing their own behavior.
- c. My students and I refer to classroom rules, routines and procedures as necessary.
- d. My students and I recognize and validate exemplary behavior.
- e. I consciously seek to reinforce positive behavior from potentially disruptive students before problems arise.
- f. I consistently take timely and appropriate action when student behavior does not meet classroom expectations.

**LE2** I use the daily performance objectives to capture my students’ energy and commitment.

- a. I share user-friendly performance objectives with my students.
- b. I embed and intentionally reference the performance objectives throughout the lesson.
- c. I help my students reflect on their attainment of the daily performance objectives and their own goals at the end of the lesson.

**LE3** I share the sequence of learning experiences with my students.
Teacher Workshop

The goal is to provide teachers with professional practices to be used in the classroom, as well as training on the evaluation tool we will use throughout the summer.
Conferences

Three throughout the program:
1. Target professional practices identified
2. Discuss first observation
3. Final conference on progress and get feedback on program
Administrative Connection

- Data gathered during observations and conferences should be used to discuss with administrators the progress of teachers, as well as compare notes on information gathered by the administrator.

- This information is purely for STARTALK and will be used in any other professional context.
Role Playing Exercise

- Take 3 minutes to teach a lesson.
- Take 3 minutes to give a teacher 2 positive points and 1 point to grow on.
- Switch roles.
Collaboration

- Important goal, not just for teachers working together, but also between school administrators and program personnel.
- Technology has helped facilitate exchange of ideas.
- It is important that all of those involved in creating a professional development pathway feel appreciated and respected.
Use of Technology

- Edmodo and Gmail were used to coordinate program events and distribute resources to instructors.

- Next year, we will transition to a Google-based communications platform.
Transition to Google

GMail  
Keep everything and find it fast with search.

Talk  
IM and video chat as easy as email.

Groups  
Create and work in teams easily.

Calendar  
Share schedules and calendars instantly.

Drive  
Collaborate as you create.

Sites  
Make and manage your own sites.
Targeted Use of Technology

- We used Edmodo to distribute videos and links to our teachers for review and reflection
- Next year we will house these files on a Google Drive.

http://www.teachthought.com/technology/a-case-study-using-google-drive-in-the-classroom
Teacher Conferences

These are meant to be moments of reflection and collaboration between administrators and teachers, rather than a review of errors.

Teachers and administrators should use this time to target areas of growth and create a plan to achieve professional development goals.
Evaluation Points

Changes for next year:
- Increase training on teacher evaluation piece.
- Develop a shared calendar for conferences between teachers, administrators and program personnel.
- Schedule final feedback conference before last week of programming along with a survey.
Questions?
Contact Information

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